

Preparing for Adulthood



PfA Minimum Standards

A tool to support productive conversations to
enable young people with SEND to achieve good PfA & life outcomes



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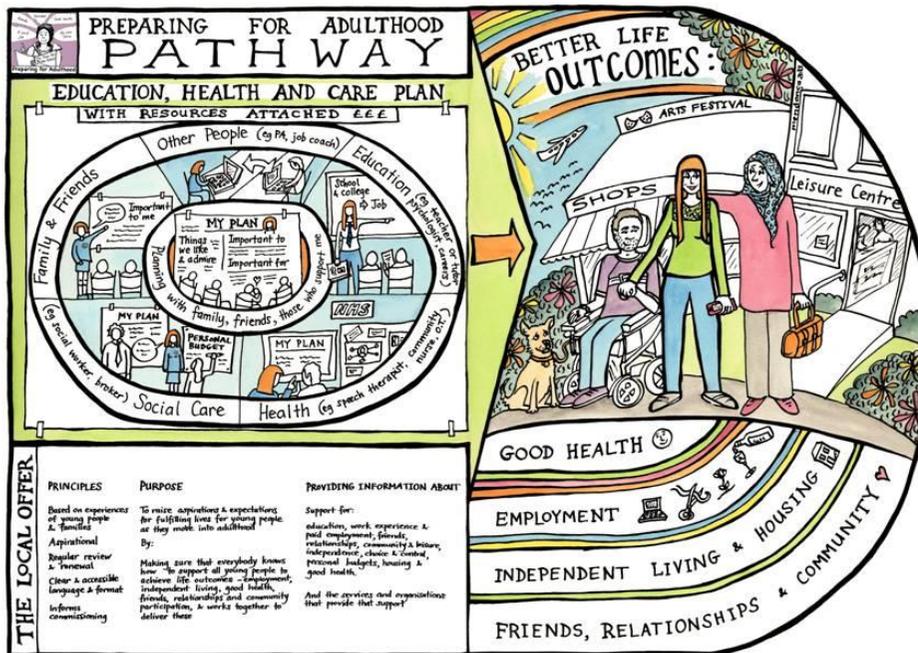
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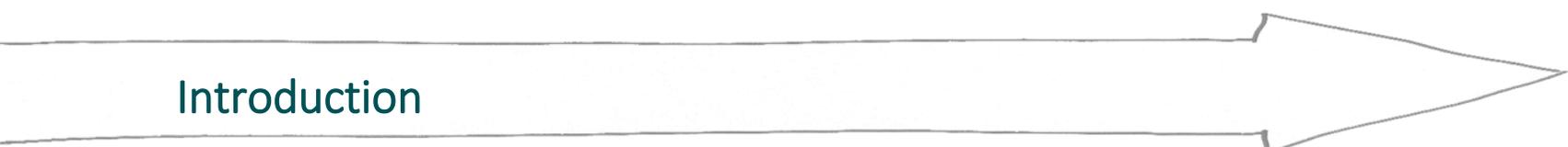
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Introduction



Background

These Preparing for Adulthood (PfA) minimum standards have been produced by the National Development Team for Inclusion (NDTi), the National Network of Parent Carer Forums (NNPCF) and Genuine Partnerships - a Community Interest Company co-created by the children and young people, families and practitioners of Rotherham - in response to the following need identified in Yorkshire and Humberside (Y&H):

- Families in different local areas encounter significant inconsistency of information, support and provision, despite legal duties upon local areas in relation to preparation for adulthood as set out in the i) Children and Families Act 2014, ii) Care Act 2014, iii) Mental Capacity Act 2005 and iv) Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 2014 (see appendix for guidance on legal duties)
- There is a need for local areas to continually focus on coproduction with parents and carers and families of children and young people with SEND in all their work

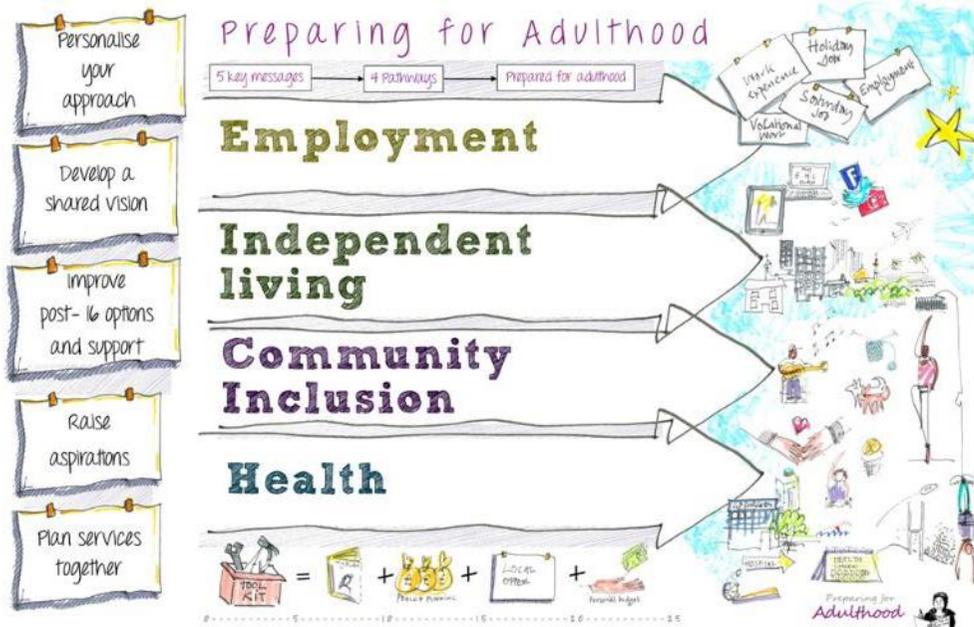
These standards are designed to support productive conversations, leading to the creation of action plans to enable young people with SEND and their families to achieve good life outcomes in all areas of life, including family life, education, social life, health and employment.

What is Preparing for Adulthood (PfA)?

Research has shown that young people with SEND say they want the same opportunities as all young people, so that they could have the same life outcomes.

This includes:

- paid employment and higher education
- housing options and independent living
- good health
- friends, relationships, community inclusion
- choice and control over their lives and support



The Four Cornerstones & Coproduction

Coproduction is an equal and reciprocal relationship where everyone’s knowledge and skills are used to create better outcomes. When local area partners work constructively together, a culture of inclusion and coproduction begins to thrive, trust strengthens, relationships flourish and better outcomes are generated for all. The success of good quality coproduction and participation depends on organisational cultures fostering and embedding this approach. For this reason, these minimum standards start with the four principles (or cornerstones) of coproduction, devised by Rotherham parent carers, young people and families through Genuine Partnerships.

Guidance on Using PfA Minimum Standards

To demonstrate progress in each area, parent and carer representatives are encouraged to work in partnership with colleagues working across education, health and social care to self-assess preparing for adulthood in their local area. The tool has been coproduced with parents and carers and has been designed to encourage honest and open conversations which support partnership working and coproduction.

You may wish to use this tool in PfA strategy meetings, where all partners have an equal voice to ensure a clear, shared perspective of the current context in the local area, or with different partners to discuss at team meetings or supervision sessions; but it does not need to be done all at once. You might want to take some sections that are a priority for you and go back to the others later. The tool has been developed using a series of key headings and sections informed by coproduction work with representatives from the regional Y&H, PCF and NNPCF.

You are asked to rate how true the statement is for your area. The rating scale is from 1 to 3; this is explained in more detail below.

Scoring & Using the Tool

In scoring your area's policies and provision, you are more likely to reach helpful and practical conclusions if you:

- Talk honestly with representatives from all partner agencies about how you all think you are doing
- Use evidence to back up your score
- Think about what actions are needed, so that young people with SEND get the support and training they need to find and keep paid/voluntary employment or purposeful/meaningful experiences

To use the tool, you are asked to rate your local area against a series of statements. You are expected to say what evidence you have for your score and what actions you plan to take. Please give a score against each statement based on the following:

Score	Basis for scoring in each area
3	Definitely true
2	Only partly true
1	False (there is no evidence that we do this)



Section 1: The Four Cornerstones of Coproduction

How well is your local area doing when it comes to applying each cornerstone to PfA?

This section about creating a foundation of good quality coproduction and inclusion.

Scoring Reminder
 3 = Definitely true / doing well
 2= only partly true / doing ok
 1= False / not doing well

Welcome & Care	Score	Comments
This means that we: <ul style="list-style-type: none"> ▪ Welcome you ▪ Care about your wellbeing ▪ Show support and sensitivity ▪ Help you feel confident ▪ Let you know what is expected 		

Value & Include	Score	Comments
This means that we: <ul style="list-style-type: none"> ▪ Identify your needs early ▪ Understand ▪ Respond in the right way for you ▪ Have a 'can do' approach ▪ Recognise your strengths 		

Communicate	Score	Comments
<p>This means that we:</p> <ul style="list-style-type: none"> ▪ Provide the information you need, in a form you understand ▪ Ask for your views ▪ Listen calmly and respectfully ▪ Respond promptly ▪ Make time for you ▪ Use positive and helpful language 		

Work in Partnership	Score	Comments
<p>This means that we:</p> <ul style="list-style-type: none"> ▪ Want you to be involved ▪ Value you as an equal partner ▪ Encourage and take on board your ideas and suggestions for making improvements ▪ Work together with you on them 		

Section 2: Minimum Standards

How well is your local area doing when it comes to meeting these minimum standards for PfA?

Note: Within the Code of Practice, the word 'must' refers to a statutory requirement under primary legislation, regulations or case law. **The statements in bold and with a Δ symbol below are a 'must do'.**

Scoring Reminder

3 = Definitely true / doing well

2 = only partly true / doing ok

1 = False / not doing well

Coproduction	Score	What evidence do you have for this score?	What actions do you need to take?
Parents/carers and children and young people with SEND have been involved in development/design of the PfA section of the Local Offer Δ			
Parents/carers are involved in discussions about preparing for adulthood and understand the decision-making rights of young people from age 16 as defined by the Mental Capacity Act 2005 Δ			
There are alternatives to online information and systems made available to families who do not have access to digital media Δ			
Children and young people with SEND and their families feel that their views and opinions are included and valued Δ			





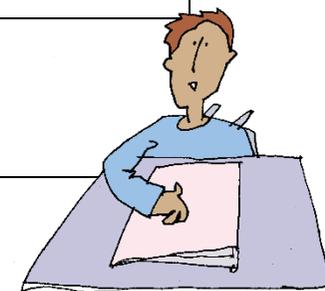
Information & Communication	Score	What evidence do you have for this score?	What actions do you need to take?
Clear information on PfA is available to all young people with SEND, regardless of whether they have an EHCP, have SEN Support or attend mainstream or specialist provision Δ			
<p>The Local Offer has a clear and accessible section describing the four PfA pathways and how these are implemented in the local area, including information about services and support available in relation to:</p> <ul style="list-style-type: none"> ▪ transitions from children’s to adult services ▪ pathways & criteria for adult services ▪ post 16 options & supported employment ▪ social groups ▪ housing & independent living options ▪ transition to health services ▪ benefits advice Δ 			
During transition planning, parents/carers are advised as to whether a child or young person’s needs assessment under the Care Act 2014 should be requested from Adult Social Care Δ			
Regular PfA training is available for parents/carers and multi-agency practitioners			
There is a point of contact available to access up-to-date information about PfA and supporting transitions			



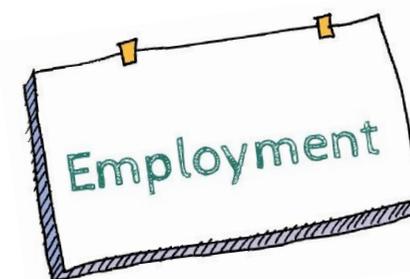
Systems & Processes to Support Good Outcomes	Score	What evidence do you have for this score?	What actions do you need to take?
The voice of children and young people is evident in EHCPs Δ			
There is a regular audit of EHCPs carried out to check that PfA outcomes are included in all plans from at least year 9 (age 14) and gaps that are identified in delivery of PfA outcomes and smooth transitions from children's to adult social care are used to inform planning and commissioning			
There is a system in place that ensures the views and needs of young people and their families are used to inform the development and delivery of PfA work in the local area Δ			

Education	Score	What evidence do you have for this score?	What actions do you need to take?
All education providers (early years, schools and colleges) provide a curriculum which supports children and young people to build their hopes and aspirations for the future Δ			
EHCPs are centred around the child/young person and explore their aspirations and abilities, with outcomes that are ambitious and stretching and identify the support needed to achieve those outcomes Δ			

All annual reviews from year 9 have a focus on PfA (education and employment, friendships, relationships and community, independent living and health) Δ			
Outcomes in plans are holistic and include all four PfA pathways Δ			
Staff are trained in person-centred and strength-based approaches to help young people shape their future plans and build aspirations			
Specialist careers advice is available to young people with SEND Δ			
As children approach the transition point, schools and colleges support children and their families with more detailed planning (e.g., in year 9, they should aim to help children explore their aspirations and how different post-16 education options can help meet them)			
Opportunities to access Further Education, Higher Education and training are available and understood by young people with SEND and their families Δ			



Employment	Score	What evidence do you have for this score?	What actions do you need to take?
Help to support young people with SEND into work is available from supported employment services with well-trained staff supporting young people in work placements or paid work (such as job coaches and staff trained in Systematic Instruction)			
Schools and colleges are aware of the different employment options for disabled adults and provide education and training that helps young people to be prepared for work such as communication and social skills, using assistive technology and independent travel training			
Young people are helped to understand the social things to consider in workplaces, such as banter and how to be socially included at work			
Value is placed on purposeful activities accessible to young people with complex needs and which enable them to contribute to society and have therapeutic value			



Friends & Community Inclusion	Score	What evidence do you have for this score?	What actions do you need to take?
There is a common understanding across all services of what community inclusion is			
Universal, community-based provision (e.g., clubs, social activity groups) is accessible, welcoming and inclusive for all young people with SEND and their families Δ			
Young people with SEND are encouraged to build good relationships and networks			
Five-day packages of support and provision are available across education, health and care. These can include non-educational activities such as opportunities to equip young people with skills to support a successful transition to adulthood and enable them to develop and maintain friendships and support them to access facilities in the community. They should also include any time needed to access support for their health and social care needs			



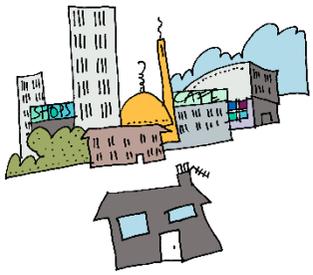
Health	Score	What evidence do you have for this score?	What actions do you need to take?
Young people with SEND are in receipt of information and learning about preventative health (e.g., accessible information on keeping healthy, universal health services)			
Transition planning in EHCPs demonstrates alignment of health and social care outcomes when young people are moving to adult health services Δ			
The Clinical Commissioning Group co-operates with the Local Authority in supporting the transition to adult services and jointly commissions services that will help meet the outcomes in the EHCP Δ			
Young people and their parents/carers are made aware that their child's health care transfers from the paediatrician to the GP at 18			
There is clear information about the criteria, processes and timescales for transition from children to adult mental health services			
Young people with a learning disability and their families are aware of their entitlement from age 14 to an Annual Health Check from their GP			



There are clear pathways and criteria to accessing therapies post 16			
There is a single point for health advice in relation to transitions and thresholds for young people with SEND (e.g., designated Clinical Officer/Designated Medical Officer or other)			
Specialist teenage clinics are available and young people with SEND and their families know how to access these			

Independent Living	Score	What evidence do you have for this score?	What actions do you need to take?
The concept of independent living is introduced at the first EHCP transition review, with options and information			
Colleges and training providers offer a curriculum which supports the development of independent living skills			
Provision encourages independence as appropriate to the needs of the young person (e.g., short breaks to support independence skills and staying away from home, clubs and activities enabling parent/carers to leave their child)			

Young people and their families are supported to explore the options, possibilities and support needed to access these activities, including the use of personal budgets			
There is clear and accessible information about housing options, including supported living accommodation for those with complex needs			



Section 3: Priorities

What are your three priority areas for action in the next 12 months?

Priority	Actions
1	
2	
3	

Appendix: Legal Duties for Local Areas Relating to PfA

Children & Families Act 2014

- Consider the views, wishes and feelings of the child, young person and their parents
- Involve the child, young person and parents in decisions that affect them
- Give them the information and support to help them be involved in the decision making
- Support them to achieve the best possible outcomes

Care Act 2014

The Care Act 2014 is a law which is for people aged over 18 that need care and support. The Care Act helps to improve people's independence and wellbeing. It talks about services working together to provide support to prevent problems getting worse. People should be able to access information and guidance. Assessment and support should be person centred with an option for personal budgets or direct payments.

Mental Capacity Act 2005

The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision making. It explains that every adult no matter what their disability has the right to make their own decisions. This can be done with support by sharing information in a way they can understand or explaining things differently. If the information is too complicated after being adapted, then people helping them can make a best interest's decision. Five things to remember are:

- Always assume the person can make a decision, unless you have proof to show otherwise
- Try everything possible to support the person to make their decision
- Do not assume the person cannot make a decision because they choose something unwise or different to you
- If you make a decision on behalf of a person, it must always be in their best interests
- Any decision about treatment or care for a person who lacks capacity must follow a path that is least restrictive on their freedom and rights

It is important to remember that a person may have capacity for some decisions and not other, and also their capacity to make decisions could change over time.

SEND Code of Practice: 0-25 years 2014

Chapter 8 of the SEND Code of Practice covers preparing for adulthood from the earliest of years. It is relevant to children, young people and professionals who work with people aged 14 and over. It sets out how everyone should be supporting children and young people. Early years providers and schools should support children and young people so that they are included in social groups and develop friendships settings, as well as support post-16 education to prepare for employment, education, healthy living, community inclusion and independence. The Code of Practice states that high aspiration is crucial to success - discussions about longer term goals should start early and ideally well before year 9 (age 13-14) at school. Focus should be on a young person's strengths and abilities and what they want to aspire to and achieve.

[Here](#) is a useful resource which give more detail of the 'must dos' within the SEND Code of Practice alongside the chapter references.



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